

Alief Independent School District
Klentzman Intermediate School
2016-2017 Goals/Performance Objectives/Strategies

Mission Statement

Klantzman, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

Vision

Our staff, students, and parents are dedicated to fulfilling the goal of fostering individual student success through an exemplary educational program that enables students to contribute to our community in a positive, productive and rewarding manner. Each day we strive to make these contributions to our community and to develop individual character.

Value Statement

Klantzman Intermediate School believes that students learn best when they are surrounded by nurturing and knowledgeable teachers that focus on creating meaningful relationships and plan meaningful opportunities for learning. The faculty and staff understand that students thrive within a learning environment that is collaborative and promotes student choice. Our teachers participate in staff development with a focus on TEK alignment and differentiated activities that engage all learners. Our goal is for all our students to be prepared for a successful college experience fortifying them to achieve

their dreams within their career of choice. Klentzman students are resilient and through strong mentorship and instruction, they will succeed!

Table of Contents

Goals	5
Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.	5
Goal 2: Alief ISD will improve student preparation for college and career.	17
Goal 3: Alief ISD will maintain a safe and orderly environment.	20
Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	26
Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.	28
Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of office referrals from the 2015-2016 by 10%. ROOT CAUSE: About 25% (402 out of 1602) of the referrals from the 15-16 school year were coded as insubordination, disobedient, or disorderly. PROBLEM STATEMENT: Klentzman staff wrote 1,602 referrals during the 2015-2016 school year. STRATEGY: Safe and Civil Schools through the Above and Beyond Committee What INDEX does this address? EOY REPORT: Did you meet your annual goal? Provide the data that supports you meeting or not meeting your annual goal? If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	29
Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: The number of LEP students passing STAAR will increase by 10% in all content areas. The 16-17 STAAR goal percentages of LEP students meeting standards are: 5th grade Reading 48%, 5th grade Math 57%, 5th grade Science 50%, 6th grade Reading 38%, 6th grade Math 51%. ROOT CAUSE: Teachers need exposure to sheltered instruction (SIOP components) to be able to apply these techniques in the daily instruction. Lack of consistency and follow through of expectations and monitoring of implementation to support teacher growth contributed to SIOP not being implemented with fidelity. PROBLEM STATEMENT: LEP students at Klentzman are under-performing in all content areas compared to students not participating in language programs. The 15-16 STAAR percentages of LEP students who did not meet standards were: 5th grade reading 62%, 5th grade math 53%, 5th grade science 45%, 6th grade reading 72%, 6th grade math 59%. STRATEGY: SIOP Model: Training, Implementation, Monitoring and Support What INDEX does this address? Index 2 EOY REPORT: Did you meet your annual goal? Provide the data that supports you meeting or not meeting your annual goal? If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	42
State System Safeguard Strategies	59
Federal System Safeguard Strategies	60

Goals

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.














Performance Objective 1: Reading Smart Goal: All Klentzman students meeting or exceeding progress on Reading STAAR will increase by 5 percentage points from 77% in 2014 to 82% in 2015. All Klentzman students exceeding progress on Reading STAAR will increase by 5 percentage points from 13% in 2015 to 18% in 2016.

Evaluation Data Source(s) 1: Klentzman students will meet or exceed progress on Reading STARR by 5 percent. Students will be able to meet or exceed this goal by the implementation of strategies 1-12. Students progress will be measured by data binders and data collecting tools.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
State System Safeguard Strategy 1) Strategy #1: Team Planning: Teachers will have weekly meetings with their content team focusing on data driven lesson plans to increase rigor and relevance to meet STAAR expectations, differentiated instruction, data analysis (DMAC), intervention in the classroom, small group instruction, and SIOP implementation for ESL/BIL population. Professional development on well-developed lesson planning will also be provided to teachers. This is in addition to PLC and faculty training.	2, 4, 8	Team Leaders, Classroom Teachers, Specialists, Interventionists	Walk throughs, lesson plans, posted objectives, PDAS				
Funding Sources: State Comp Ed - 0.00							
State System Safeguard Strategy 2) Strategy #2: Reading Interventions: Reading Interventionists will use the 3 Tiered RtI model to provide evidence based interventions to students within the 90 minute reading block.	2, 3, 9	Reading Interventionists	Local and State Assessments				
Funding Sources: Title I - 0.00							
3) Strategy #3: STAAR Blitz: Content specialist and teachers will work with students in need of extra assistance in reading. Campus reading interventionists will provide small group academic support.	1, 3, 8	Classroom Teachers, Reading Interventionists, Reading Specialist	Teachers and specialists will assess effectiveness by analyzing STAAR results				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							

<p>State System Safeguard Strategy</p> <p>4) Strategy #4: Monitor Exited ELL: ESL Compliance and Lead teacher will monitor students academic progress every nine weeks with their Report Cards, ensuring students are making adequate academic progress and language development in a general education classroom.</p>	8, 9	ESL Compliance and Lead Teacher	Report Cards				
Funding Sources: Title I - 0.00							
<p>State System Safeguard Strategy</p> <p>5) Strategy #5: ELL: All staff will facilitate sheltering techniques for ELL students to provide a holistic balance of language proficiency and academic achievement. ELD intervention for LEP students will take place weekly for 30 minutes in addition to small group instruction during the language arts block.</p>	2, 3	Content Specialists	Teachers and Specialists will assess effectiveness by analyzing SIOP Implementation				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
<p>State System Safeguard Strategy</p> <p>6) Strategy #6: SIOP Implementation: Training will be provided to staff members to begin the implementation in the school. SIOP Leadership Team has been created and will serve as a model for successful shelter instruction implementation.</p>	2, 3	Teachers, ESL Lead Teachers, SIOP Leadership Team	Teacher Observation, SIOP Checklist				
<p>State System Safeguard Strategy</p> <p>7) Strategy #7: STAT: Students who are struggling in reading will be brought to Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.</p>	2, 3, 9	STAT Committee Members	IStation Reports, Reading Smart Reports, DMAC, Report Cards				
<p>8) Strategy #8: Tutorials: Small group reading tutorials will be provided by teachers after school to address students with low scores on DCA's and STAAR.</p>	2, 3	Reading Specialist, Tutorial Teachers	Local and State Assessments				
Funding Sources: Title I - 0.00, State Comp Ed - 0.00							
<p>9) Strategy #9: Data Analysis: Teachers will participate in professional development to utilize student performance data from DMAC and INOVA. These programs will be utilized to analyze student performance for each campus and rigorous district made assessment. Data binders will be maintained to track students participating in small groups.</p>	2, 4	Reading Teachers, Reading Interventionists, Reading Specialist	DMAC, Report Cards				
<p>10) Strategy #10: Learning Together Peer Mentor Program: This program will be implemented for reading for the 2016-2017 school year. Fifteen mentors (6th graders) and fifteen student to tutor (5th graders) will be hand selected to participate in a Leadership Academy to learn to mentor a peer throughout the year for the duration of 30 lessons in reading.</p>	9	Librarian, Reading Specialist	Report Cards, DMAC				

11) Strategy #11: Summer School: Klentzman will provide a summer school program to extend learning opportunities in reading and language arts to students.	2, 5, 8	Summer School Teachers	Summer School Report Cards, STAAR results				
12) Strategy #12: High-interest Fiction and Non-fiction: The Klentzman library will continue to develop high-interest fiction and non-fiction collections to appeal to ELLs, reluctant, and general readers. (IL 5)	1, 3	Library Information Specialist	Library circulation statistics and monthly library report				
	Funding Sources: Title I - 5000.00, Local - 0.00						
13) Strategy #13: Klentzman will implement W.I.N. program. This program is a small group is composed of small group interventions and enrichment classes, that will be provided by staff to address low achievement and high interest.		All Staff	3 WK Progress Reports Campus/District Assessments				
14) Students will be rewarded for educational efforts with awards/certificates and school wide interactive performances that will allow students to become actively engaged in the learning process. (A6)		Teachers, Specialist, Administration	Report Cards, DMAC				
	Funding Sources: Title I - 1500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: Math SMART Goal: Percentage of all students meeting or exceeding progress on Math STAAR 2017 will increase by 5 percentage points from 77% in 2016 to 82% in 2017. Percentage of all students exceeding progress on Math STAAR will increase by 5 percentage points from 21% in 2015 to 26% in 2016.

Evaluation Data Source(s) 2: Klentzman students will meet or exceed on Math STAAR by increasing by 5 percent in 2017. Students will be able to meet or exceed this goal by the implementation of strategies such as STAAR Blitz, small group instruction, KCA and DCA, math interventionist conducting small group lessons, ect. Students progress will be measured by data binders and other data collecting tools.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Student Centered Lessons: Increased opportunities for students to work collaboratively on engaging activities by focusing on planning student centered lessons aligned to pacing guide for all students (including AA, Hispanic, LEP and Eco Dis sub groups).	2, 4, 8	Math Teachers, Math Specialist, Math Interventionists	Lesson Plan Records				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
State System Safeguard Strategy 2) Strategy #2: Small Groups: Differentiated small group instruction will be implemented weekly addressing specific TEK objective based on KCA and DCA data through DMAC.	2, 3, 9	Math Teachers, Math Specialist, Math Interventionists	Local and State Assessments				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
3) Strategy #3: Lesson Design: Implementation of Kilgo strategies to deconstruct TEKS for planning effectively aligned lessons during weekly content team meetings, PLC, and long range planning days.	2, 4, 5	Team Leaders, Math Teachers, Math Specialist, Math Interventionists	Lesson Plan Records				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
State System Safeguard Strategy 4) Strategy #4: Math Interventions: Math Interventionists will use data from KCA and DCA'S STARR to provide evidence based interventions to students within the 90 minute math block.	2, 3, 9	Math Interventionists	Local and State Assessments				
Funding Sources: Local - 0.00							
5) Strategy #5: STAAR Blitz: Content specialist and teachers will work with students in need of extra assistance in math. Campus math interventionists will provide small group academic support. Future cycles will be based on DCA and KCA results.	1, 2, 3, 8	Math Specialist, Math Teachers, Math Interventionists	Teachers and specialists will assess effectiveness by analyzing STAAR results				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							

State System Safeguard Strategy							
6) Strategy #6: STAT: Students who are struggling in math will be discussed at Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.	2, 3, 9	STAT Committee Members	Think Through Math Reports, DMAC, Report Cards				
7) Strategy #7: Tutorials: Small group tutorials will be provided by content teachers after school to address low scoring objectives on DCA's and STAAR.	2, 3	Math Specialist, Tutorial Teachers	Local and State Assessments				
Funding Sources: Title I - 1500.00							
8) Strategy #8: Data Analysis: Teachers will participate in professional development to utilize student performance data from DMAC and INOVA. These programs will be utilized to analyze student performance for each campus and rigorous district made assessment. Data binders will be maintained to track students participating in small groups.	2, 4	Math Specialist, Math Teachers, Math Interventionists	DMAC, INOVA				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
9) Strategy #9: Learning Together Peer Mentor Program: This program will be implemented for math for the 2015-2016 school year. Fifteen mentors (6th graders) and fifteen students to tutor (5th graders) will be hand selected to participate in a Leadership Academy to learn to mentor a peer throughout the year for the duration of 30 lessons in math.	9	Librarian, Math Specialist	Report Cards, DMAC				
10) Strategy #10: Summer School: Klentzman will provide a summer school program to extend learning opportunities in math to our students.	2, 5, 8	Summer School Teachers	Summer School Report Cards, STAAR results				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: Science SMART Goal: Increase the overall passing rate of all students meeting or exceeding the state standards by 10 percentage points from 50% in 2015 to 60% in 2016.

Evaluation Data Source(s) 3: Klentzman students will meet or exceed the STAAR Science by 10 percent. Students will be able to meet or exceed this goal by the implementation of weekly science labs, access to technology through STEM Scope and project based assignments.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Hands on Engagement science labs taught to support instruction and ongoing formative assessments with DMAC data analysis reports.	2, 3, 8	Science Specialist and Science Teachers	DMAC				
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
2) Strategy #2: Science teachers will incorporate a response to intervention for all students that do not master benchmarks or perform unsatisfactory on DCA'S. Intervention strategies will take place on-going through the win program.	2, 3, 4, 9	Science Specialist and Science Teachers	DMAC, Local and State Assessments				
3) Strategy #3: Technology: Science Teachers will utilize technology through the science cart and sci pads on a weekly basis.	2, 3	Science Specialist and Science Teachers	Local and State Assessments				
Funding Sources: Local - 0.00							
4) Klentzman will focus on building Academic Vocabulary using AVID/SIOP strategies in daily lessons as part of first line instruction.		Science Specialist and Science Teachers					
5) Klentzman will focus on building Academic Vocabulary using AVID/SIOP strategies in daily lessons as part of first line instruction.		Science Specialist and Science Teachers					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: Writing SMART Goal: 100% of Klentzman students will participate in 45 minutes of language arts instruction daily.

Evaluation Data Source(s) 4: Klentzman students will maintain a writer's notebook to reinforce scholarly writing and note-taking. Students will participate in read, think, and write strategies weekly to help support all content areas.

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Writer's Notebooks: Students will maintain a writer's notebook to reinforce scholarly writing and note-taking. Students will participate in read, think, and write strategies weekly to help support all content areas.	2, 3, 8	Writing Teachers, Language Arts Specialist	Report Cards				
Funding Sources: Local - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: Social Studies SMART Goal: 100% of Klentzman students will participate in 45 minutes of social studies instruction daily.

Evaluation Data Source(s) 5: The teachers at Klentzman will have objectives posted daily, incorporate engaging activities into lesson plans, and collaborate with lead teachers and specialist to support student achievement.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1 Engaging Activities: Teachers will have objectives posted daily, incorporate engaging activities into lesson plans, and collaborate with lead teachers and specialist to support student achievement.	2, 3, 8	Classroom Teachers, Language Arts Specialist	Walk throughs, lesson plans, posted objectives, PDAS, READ ALOUDS, INTEGRATION				
Funding Sources: Local - 0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Special Population SMART Goal: Klentzman will utilize multiple strategies to assess and address the needs of special populations by addressing academic and behavioral concerns of all sub groups, including homeless students in order to move from a performance level 3 to a 2. (PBMAS)

Evaluation Data Source(s) 6: Klentzman special population needs will be met through close monitoring of behaviors through data collecting system (Review 360). Also BIP and other interventions will be implemented in the daily schedule of those students struggling with social and behavior concerns.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Special Education Services: Special Education teachers will provide intensive interventions and supports (pull out and in class support) to Special Education students to help close gaps and increase the number of Special Education students taking and passing the STAAR, and tutorials.	1, 2, 3, 8, 9	Special Education Teachers	IEP's, Local and State Assessments				
	Funding Sources: Local - 0.00						
2) Strategy #2: Behavior: Functional Behavior Assessments (FBA's) will be used to draft Behavior Intervention Plans (BIP's). Staff will monitor students with BIP's, implement positive, proactive behavioral strategies, and provide opportunities for reinforcements.	1, 2, 8, 9	Special Education Department, ESL Department, Classroom Teachers, Administrators, Specialists, Interventionists	BIP's				
	Funding Sources: Local - 0.00						
3) Strategy #3: Transition Service: Special Education team will address transition services for Special Education students that will turn 14 before their next annual ARD to describe career goals and objectives for students within this age range.	1, 2, 3, 7	Special Education Team	ARD				
	Funding Sources: Local - 0.00						
4) Strategy #4: Read 180 and Math ICS: Students will receive reading and language arts services through Read 180 (pull-out) and In Class Support (ICS) for math, science, and social studies.	1, 2, 8, 9, 10	Special Education Teachers	Local and State Assessments				
	Funding Sources: Local - 0.00						

5) Strategy #5: Special Education Suspension Data: Assistant Principals analyze special education suspension data and submit monthly reports to the district. Performance levels are reviewed to ensure suspensions are equitable for special education and regular education students. Behavior intervention plans (BIPs) are implemented and followed according to students' IEP's. When a student reaches a maximum amount of hours, an ARD is held to discuss appropriate accommodations to support the student's individual needs.	2, 9, 10	Special Education Teacher, Classroom Teacher, Administrators, Interventionists, Counselors	Current Suspension Data Reports, BIP's				
	Funding Sources: Local - 0.00						
6) Strategy #6: Campus STAT Team: Teachers will identify students who are at risk academically and/or behaviorally and notify the REID Teacher. The Student Teacher Assistance Team (STAT) will convene to create a plan to assist the student in reaching their academic/behavior goals using the Tier I, Tier II, Tier III RTI model. The committee will review data from interventionists, DCA's, KCA's, grades, work samples, IStation, Think Through Math, and EasyCBM to ensure that students are making growth. Student STAT plans will be reviewed every 6-9 weeks.	1, 2, 3	STAT Committee Members	Teacher Observations, Interventionist's data reports, DCA's, KCA's, grades, work samples, IStation, Think Through Math, and EasyCBM				
7) Strategy #7: Universal Screener and Progress Monitoring: Klentzman will use EasyCBM as a universal screener and will administer a fall, winter, and spring benchmark to every Klentzman student. Students identified at risk will be progress monitored to track academic progress.	2, 3, 8, 9	Content Specialists, Classroom Teachers, Interventionists, Counselors, REID Teacher, Administrators	EasyCBM				
	Funding Sources: Local - 0.00						
8) Strategy #8: Dyslexia Services: Through Student Teacher Assistance Team (STAT), students that are suspected to have dyslexia will be tested by the REID Teacher. Students that qualify for dyslexia will receive a Dyslexia Learning Plan and dyslexia services provided by the REID Teacher. Testing and classroom accommodations will be included in each student's Dyslexia Learning Plan.	2, 3, 8, 9	REID Teacher, STAT, Dyslexia Committee Members, Classroom Teachers	EasyCBM progress monitoring, Report Cards, local and state assessments				
9) Strategy #9: Homeless Students: All parents fill out a student residency questionnaire when enrolling their child. If the parent completes the form indicating that the child is homeless, the registrar follows district procedures to ensure that the student is enrolled and is receiving appropriate services.	2, 6, 10	Registrar, Administrators, Counselors, Teachers	Student Residency Questionnaire				
	Funding Sources: Local - 0.00						

<p>10) Strategy #10: 504: The Student Teacher Assistance Team (STAT) will consider students for Section 504 services. A Section 504 Committee meeting will be held and if it is deemed that Section 504 services are appropriate, the student will receive a Section 504 Accommodation Plan. The committee will determine the student's testing and classroom accommodations and/or modifications based on the student's individual needs. Section 504 will be considered with students diagnosed with ADD/ADHD.</p>	<p>2, 3, 6, 8, 9, 10</p>	<p>Content Specialists, Classroom Teachers, Interventionists, Counselors, REID Teacher, Administrators</p>	<p>EasyCBM progress monitoring, Report Cards, local and state assessments</p>				
<p>Funding Sources: Local - 0.00</p>							
<p>11) Strategy #11: Least Restrictive Environment: The campus structured teacher, department chair, administrators & district instructional coordinator meet at minimum 1 time per month to review in depth behavioral data & progress on each student in structured. Review 360 and discipline referrals and restraints. ARD's are scheduled accordingly for students making behavioral progress to be mainstreamed in the general education setting to the maximum extent possible.</p>	<p>2, 3, 6, 8, 9</p>	<p>Structure Teacher, Department Chair, Administrators, District Instructional Coordinator</p>	<p>Review 360 data and ARD documents</p>				
<p>Funding Sources: Local - 0.00</p>							
<p>12) Strategy #12: The campus crisis intervention team members will be trained in crisis prevention interventions and techniques to target the de-escalation of severe safety concerns.</p>	<p>2, 3, 6, 8, 9</p>	<p>District Special Education Department, Special Education Teachers, Department Chair</p>	<p>ARD Documents CPI certifications Team meetings documentations</p>				
<p>Funding Sources: Local - 0.00</p>							
<p>13) Strategy #13: STAAR-ALT 2: All students on our campus ARDed to take STAAR-ALT 2 meet eligibility criteria for special education services as students with an intellectual disability.</p>	<p>2, 3, 6, 8, 9</p>	<p>District Special Education Department, Special Education Teachers, Department Chair</p>	<p>ARD Documents</p>				
<p>Funding Sources: Local - 0.00</p>							
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Technology SMART Goal: During the 2016-2017 school year, Klentzman will be ranked as recognized or higher on Digital Learning Environment scorecard indicators.

Evaluation Data Source(s) 7: Klentzman students will master Student Tech Competencies on that grade level, Digital Classroom Environment will be at 70% or higher,

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 100% or higher of Klentzman teachers will take at least 3 hours of technology professional development.			PD Report				
Funding Sources: Local - 0.00							
2) Class Learning Environment Strategies: 100% or higher of Klentzman students will master Student Tech Competencies on that grade level.			Lesson Plans				
Funding Sources: Local - 0.00							
3) Teacher Competency Level: 100 % of teachers at Level 1 & 25% or higher of teachers at level 2.			PD Report				
Funding Sources: Local - 0.00							
4) Schoolology will be authentic and active.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: College and Career SMART Goal: Klentzman will ensure that 100% of students will participate in at least one activity and program to prepare them for college and careers.

Evaluation Data Source(s) 1: Klentzman students will be exposed to several different activities that will related to college and career readiness. Some events that the students will be attending are field trips, career day fest and college tours.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: College and Career Day: Career Day will provide students with the opportunity to understand ways to attain the required educational standards and qualifications of careers through the accomplishments of campus and community personnel who exemplify a positive work ethic and career goals. Staff will speak to students about their experiences in college and represent their schools by wearing alumni shirts from various colleges and universities. Career guidance activities will be completed to ensure proper student placement in coherent course sequences. (SAP2; SAP8)	1, 2, 7, 10	Classroom Teachers, CIS, College and Career Readiness Committee, Administrators, Counselors	Data collected from student responses/surveys of pre/post college goals				
Funding Sources: Title I - 2000.00							
2) Strategy #2: School Leadership Programs: Students who are selected to participate in Ladies of Distinction, President's Club, Girl Scouts, Student Council, Men of Brilliance, Girl Step Team and Dare to Dream (founded by Dr. Bernard Harris), will continue to serve as ambassadors for Klentzman, prepare them for college, and serve as positive role models for other students.	1, 2, 7, 10	Classroom Teachers, CIS, College and Career Readiness Committee, Administrators, Counselors	CIS will keep running record of student participation and completion rate of programs				
Funding Sources: Local - 0.00							
3) Strategy #3: SNAPP Mentoring Program: Students participating in Students Needing a Push or a Pat will be paired with staff members who will serve as mentors to encourage students to do their best, as well as help them strive for academic success.	1, 2, 7, 10	Counselors, CIS, Staff Volunteers	Mentors will keep a running record of meetings, social, and academic progress.				
Funding Sources: Local - 0.00							
4) Strategy #4: AVID: Klentzman will implement the strategies of AVID Elementary including the organizational tool, agenda/planner, levels of thinking, and note-taking strategies to align to the AVID secondary initiatives.	1, 2, 3, 4, 8, 10	Classroom Teachers, Content Specialists, Administrators, Counselors	Summative Evaluations from AVID Center and District Advance Academics Coordinator				
Funding Sources: Local - 0.00							

5) Strategy #5: AIMS: AIMS classes will be created for students who qualify as Gifted and Talented.	1, 3, 4, 8, 10	AIMS Teachers, Adminstrators	STAAR Results, Local and State Assessments, PDAS, GT Identification				
Funding Sources: Local - 0.00							
6) Strategy #6: FINE ARTS: Fine Arts Classes will attend field trips such as Band, Orchestra, and Choir Day, and the Texas Renaissance Festival to expose them to non-traditional careers in Fine Arts.	1, 10	Fine Art Teachers (Band, Orchestra, Theatre Arts, Art) Counselors	Theatre Performances from the Renaissance period, Band and Orchestra performances from this period, Data collected from student responses to careers they could go into to be apart of Fine Arts events and classes they would take in secondary school.				
Funding Sources: Title I - 1800.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 2: Technology SMART Goal: By May 2016, 85% of students will demonstrate an underlying mastery of the 21st century skills of information and communication literacy through assessment of Technology Applications TEKS objectives across all content areas. (Title II, Part D)

Evaluation Data Source(s) 2: All Klentzman students will grow in their understanding in technology by having access to laptops, also teachers will implement BYOD lessons were children will utilizes their devices to access teacher made activities across all subject areas.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Technology Integration: Specialists will ensure technology integration into all content areas using 21st century and multi-sensory tools through teach and co-teach methodologies, also allow for BYOD integration to be in lesson plans.	2, 3, 8	Technology Specialist, Teachers, Administrators	Student Competency Checklist				
2) Strategy #2: Klentzman Website: The Specialist will provide resources through the Klentzman website and approved district websites to enrich and tutor students in Technology Applications TEKS (Texas Essential Knowledge and Skills).	2, 3, 8	Technology Specialist, Teachers, Administrators	Student Competency Checklist				
Funding Sources: Local - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: Discipline Smart Goal: Klentzman will decrease the number of office referrals by 10% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: Klentzman Students will be rewarded through incentive points through Class Do Jo data tracking system and data collected from discipline reports.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Students will be tracked individually and as class and will be rewarded incentive points through Class Do Jo.	1, 2, 3, 6, 9, 10	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Class Collections of CHAMP Bucks and participation in incentive activities				
				Funding Sources: Title I - 1000.00, Local - 0.00			
2) Strategy #2: Klentzman will decrease the special education suspension to a performance level 1 or below for the 2016-2017 school year.	1, 2, 3, 6, 9, 10	Administrators and special education staff.	Discipline Reports				
				Funding Sources: Local - 0.00			
3) Strategy #3: Staff will utilize the Class Do Jo incentive tracking system to assist with monitoring behavior.	1, 2, 3, 6, 9, 10	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
				Funding Sources: Local - 0.00			
4) Strategy #4: CIS: CIS activities that promote student involvement and leadership (ex. Ladies of Distinction, President's Club).	1, 2, 3, 6, 9, 10	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
				Funding Sources: Local - 0.00			
5) Strategy #5: Support Services: Klentzman will maintain support services (mentor, counseling groups) in addition to outside services through Houston Galveston Institute in conjunction with Community in Schools (CIS) to help students facing severe behavioral concerns which are negatively impacting attendance, academics, and socio-emotional state.	1, 2, 3, 6, 9, 10	Above and Beyond Committee, Administrators, Counselors, CIS, Teachers, and all Staff	Records will be kept of students' academic and social progress				
				Funding Sources: Local - 0.00			








6) Strategy #6: KSquad and MOB Step Team Grants: The Klentzman Intermediate School step team is an after school activity that gives some students a reason to connect with their school, just as an academic team or school club. Members must meet certain grade and attendance policies to participate.	1, 2, 3, 6, 9, 10	Ksquad and MOB Members and Support Staff	Student success will be measured by community building, increase in student grades and a decrease in behaviors. School pride and parent involvement will also be measured				
	Funding Sources: Local - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 2: Safe and Drug Free Smart Goal: Klentzman will maintain a 100% Safe & Drug Free School.

Evaluation Data Source(s) 2: Klentzman Students will participate in Red Ribbon Week. Staff will also implement District wide Prevention Plans, such as Above and Beyond, Alcohol & Drug Prevention Program, and Gang Resistance Education Awareness Training.

Summative Evaluation 2:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Safe and Drug Free Environment: The students at Klentzman will strive toward their fullest academic, emotional, and social potential in a safe and drug free environment. Read monthly character newsletters to increase awareness and target undesirable behaviors. Parents will have opportunities to address safety concerns in coffee talks. Character lessons will be taught through social studies. (PASS 1, PASS 3, PASS 13)	1, 2, 3, 6, 9, 10	CIS, Counselors, Administrators, Above and Beyond Committee, Classroom Teachers	<p>Attendance reports will be summarized on a weekly basis and compared to previous years data.</p> <p>Students will participate in Red Ribbon Week. Staff will also implement District wide Prevention Plans, such as Above and Beyond, Alcohol & Drug Prevention Program, and Gang Resistance Education Awareness Training.</p> <p>Monitor the number of bullying incidents and acts of violence against students and or staff.</p>				
Funding Sources: Title I - 1531.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 3: Attendance Smart Goal: Klentzman will increase student attendance for 2016-2017 school year by 90%.

Evaluation Data Source(s) 3: Classes at Klentzman will earn incentives such as CHAMP Bucks, extra wellness time, crazy sock day, jersey day for 95% weekly attendance.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Perfect Attendance: Classes will be recognized for perfect attendance. Classes will earn incentives such as CHAMP Bucks, extra wellness time, crazy sock day, jersey day for 100% weekly attendance.	1, 2, 3, 6, 9, 10	Registrar, Attendance Clerk, Administrators, Classroom Teachers, Counselors, Interventionists, Above and Beyond Committee	Counselors will report effectiveness of program as it relates to student to classroom teachers				
Funding Sources: Local - 0.00							
2) Klentzman staff will track and monitor student attendance through Intervention Programs.		Attendance Clerk, Teacher and Administrator	Staff will report the attendance data that will be collected to from the attendance intervention program.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 4: Special Education Referrals Smart Goal: Klentzman will decrease the number of special education referrals by 2%.

Evaluation Data Source(s) 4: Klentzman Students will be rewarded through incentive points through Class Do Jo data tracking system and data collected from discipline reports. Special education students with BIP will be tracked and reward based off of daily point sheets that address certain behaviors.

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy # 1: Special Education Students in ISS: The assistant principal secretary will track the number of special education students placed in ISS. (PBMAS).	1, 2, 3, 6, 9, 10	Administrators, Assistant Principal Secretary, Classroom Teachers, ISS Monitor	Office Referral and Suspension Data				
Funding Sources: Local - 0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 5: AUP and RUP Smart Goal: 100% of students at Klentzman will be trained on AUP and RUP.

Evaluation Data Source(s) 5: Klentzman students will be given opportunities to show their understanding of technology usage by bringing their own devices to class and completing activities that are assigned by the teacher.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: CIPA: The Children's Internet Protection Act (CIPA) guidelines and strategies will be embedded into the curriculum through AUP and RUP documentation.	1, 2, 3, 6, 9, 10	Technology Specialist, Classroom Teachers	AUP and RUP Documents, Student Handbook				
Funding Sources: Local - 0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							




















Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Highly Qualified Personnel Smart Goal: 100% of Klentzman teachers will be highly-qualified. Klentzman will recruit and retain highly-qualified and effective teachers and ensure that instruction will be provided by highly qualified teachers (NCLB).

Evaluation Data Source(s) 1: For the 2015-2016 school year, Klentzman Intermediate was able to fill all teaching positions with highly qualified teachers.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Professional Growth Opportunities: All staff will be given the opportunity to participate in 14 hours of professional development which will help teachers grow professionally and gain academic strategies that will be useful in the classroom. (PD 1)	3, 4, 5	Administrators, Campus Consultants, District Coordinators, Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
Funding Sources: Title I - 30000.00							
2) Strategy #2: School Objects (Professional Development): Staff will be given the opportunity to participate in continued professional development online, provided by the District.	3, 4, 5	Technology Specialist	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
3) Strategy #3: Engaging and Meaningful Lessons: Extensive professional development will be provided to teachers regarding the development of engaging and meaningful lessons. (PD 3)	2, 3, 4, 5	Administrators, Specialists, and Guest Speakers	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
Funding Sources: Title I - 21000.00							
4) Strategy #4: Model: Specialists and administrators will model and provide feedback to teachers during PLC and team meetings regarding effective lesson plans and instructional delivery.	2, 3, 4, 5	Administrators and Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				
5) Strategy #5: Professional Development: Professional development will continue to focus on student engagement activities in reading and math in conjunction with instructional approaches that foster positive relationships between teacher and student. Staff development dates will be dedicated to research based approaches by well-known educational experts such as John Maxwell.	3, 4, 5	Administrators and Specialists	Classroom walk-throughs and PDAS evaluations identify implementation of learning from professional developmental sessions				

6) Strategy #6: Recruit Highly Qualified Teachers: Klentzman will recruit highly qualified teachers to ensure that instruction will be provided by highly qualified teachers. The goal will be to achieve 100% highly qualified certifications.	3, 4, 5	Administrators and Specialists	Teacher certification, and PDAS				
7) Strategy #7: Teacher Computer Literacy: Staff will attend Technology PLC's and integrate into all content areas.	3, 4, 5	Technology Specialist	PDAS, conferences, and staff surveys				
8) Strategy #8: Content Meetings: Teachers will meet regularly with the content specialists to discuss district pacing guides. Teachers will share strategies learned from professional development sessions. Student results on KCA, DCA and District benchmarks will be discussed.	2, 3, 4, 5	Content Specialists	District and campus assessment results will be used to determine areas needing improvement				
9) Strategy #9: Technology/Content Integration: Content specialists will implement strategies to assist classroom teachers in the integration of the appropriate technological tools into the content areas.	2, 3, 4, 5	Content Specialists	Improvements in computer literacy will be evaluated by committee each April over a two-year period				
10) Strategy #10: Teacher Incentives: Teachers will be rewarded for their commitment to their students and school. There will also be acknowledgement of teachers with perfect attendance, monthly giveaways, etc. as a means of encouragement via emails, morning announcements, etc.	3, 4, 5	Administrators	Increase in Teacher Retention				
11) Strategy #11: New Teacher Program: Staff that are new to Klentzman or to the teaching profession will meet monthly with other teachers and mentors to become acclimated to the building and profession. Opportunities will be given to discuss ideas that would make the transition to our school welcoming and informative.	3, 4, 5	Administrators, Mentor Teachers	Increase in Teacher Retention as well as the number of teacher induction workshops that new teachers attend				
12) Strategy #12: Highly Qualified Continuous Improvement Plan: All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resource Department.	3, 4, 5	Principal	Submission of CIP if necessary				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							
















Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 1: Building Positive Relationships Smart Goal: Klentzman will implement programs and activities that help meet the educational, social and emotional needs of parents, students and staff. The implementation of these programs will result in at least a 10% increase per year in parental involvement as evidenced by participation/attendance at school-sponsored activities.

Evaluation Data Source(s) 1: We were able to build upon previous parental programs from the 2014-15 school year by adding more programs for parent involvement. Those programs include; Report Card pick up nights, Parent Community Night, Muffins with Mom, and Donuts with Dad. Not only did we increase our percentage of parental involvement, but we increased the opportunities for parents to be involved.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Strategy #1: Communication: Communication and support for student success will be established. All communications (letters, announcements, newsletters, and marquee messages) will be in English and Spanish.	1, 2, 3, 4, 6, 10	Administrators, Parent Liason, CIS, Content Specialists, Staff, FAME	Participant feedback				
2) Strategy #2: Family Engagement: Klentzman has a variety of family engagement programs including, Communities in Schools (CIS), Campus Newsletters, Volunteers In Public Schools (VIPS), parental workshops sponsored by Alief's FAME Centers, parent conferences, Meet the Teacher Night, Open House, STAAR night, student planners, district mentors, field trips, Band, Orchestra, and Choir programs. Families in need of food and clothing are connected with the Houston Food Bank. Monthly FAME meetings/events will take place centered around the Parent Compact. Additionally, parents will be supported with rental assistance and utilities. (FAME 2, FAME 8, FAME 14)	1, 2, 3, 4, 6, 10	Administrators, Parent Liason, CIS, Content Specialists, Staff, FAME	Weekly attendance of parents and parent attendance at special events will be documented				
Funding Sources: Title I - 8050.00							
3) Strategy #3: Life Skills Education Seminars: In collaboration with Communities In Schools, informational meetings will be administered to parents and community members regarding pertinent matters such as financial assistance and planning.	1, 2, 3, 4, 6, 10	CIS	Attendance and participant feedback will be documented				
4) Strategy #4: Intermediate 4th Grade Orientation: Orientation will serve to ease transition anxieties of students entering our school.	1, 2, 3, 4, 6, 10	Administrators, Counselors	Increase in number of parents and campus visitors, feedback from 4th grade students and teachers				

5) Strategy #5: Middle School Orientation: New sixth graders will visit Olle in the spring to help students make the transition from intermediate school to middle school.	1, 2, 3, 4, 6, 10	Administrators, Counselors	Increase in number of parents and campus visitors, feedback from 6th grade students and teachers				
6) Strategy #6: Health and Human Services Plan: Eye Care for Kids, Bully Prevention, TSO vouchers (glasses), Red Ribbon Week, AIM for Success, Mobile Dental Texas Smile, and Tobacco and Alcohol Prevention.	1, 2, 3, 4, 6, 10	Nurse, CIS, Administrators, Counselors	Attendance and participant feedback will be documented				
7) Strategy #7: Community Outreach Program: The Klentzman community will go to local apartment complexes and neighborhoods to share various workshops, resources, data, and support for the school community. Business and community partnerships will be established and maintained to increase family support for our campus.	1, 2, 3, 4, 6, 10	SDC and FAME committee members	Increased family support for campus through parent center and volunteer participants				
8) Strategy #8: Family Engagement Classes: Klentzman Intermediate will provide multiple opportunities for family engagement such as weekly ESL classes through Rosetta Stone software in computer lab, guest speakers relating to high interest topics and needs, family learning nights, and Saturday and/or evening visits to apartment complex clubhouses to bring information (in English and Spanish) directly to families.	1, 2, 3, 4, 6, 10	Parent Liasion, FAME Committee members, Principal, SDC Facilitator, Specialists, CIS	Increased family support for campus through parent center and volunteer participants				
9) Building Positive Relationships Smart Goal: Klentzman will implement programs and activities that help meet the educational, social and emotional needs of parents, students and staff. Klentzman Intermediate will award 100% of students who exhibit success in academic achievement, behavior, and/or attendance during an EOY annual ceremony		Administration, Counselors	Increased family support for campus through parent center and volunteer participants				
		Funding Sources: Local - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of office referrals from the 2015-2016 by 10%.

ROOT CAUSE: About 25% (402 out of 1602) of the referrals from the 15-16 school year were coded as insubordination, disobedient, or disorderly.

PROBLEM STATEMENT: Klentzman staff wrote 1,602 referrals during the 2015-2016 school year.

STRATEGY: Safe and Civil Schools through the Above and Beyond Committee

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: 75% of Klentzman staff will implement the new common area expectations adopted on August 16th.

Evaluation Data Source(s) 1: Quarter 1 REPORT:

(1) Did you meet this quarter's goal? No, but significant progress was made.

(2) Provide and explain the data or evidence that supports your statement above.

Based on the newly adapted common area observation form used by the Above and Beyond Committee:

Dress code: 85%

Arrival: 92%(overall teachers and students)/91% (teacher behavior)

Dismissal: 92%/93%

Cafeteria: 68%/81%

Hallway: 60%/61%









(3) Are you on track to meet your annual goal? Yes, we are on track to meet our goal. This time last year we had 320 referrals; currently we have 306 which is a decrease of 14 referrals.


(4) What, if any, adjustments must be made to meet the annual goal?

The Above and Beyond Committee will review overall hallway common area expectations through committee representatives and the next staff meeting on November 8, 2016.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Common Area Expectation Adoptions: Staff, through small groups, will brainstorm a list of expectations and one-liners for the common areas: hallway, cafeteria, arrival & dismissal, and transportation, as well as expectations for the referral process and dress code. After the brainstorm, groups will convene and conduct a gallery walk to confirm and/or offer suggestions for each of the areas. Finally the groups revise their plans, present the final copy, and the staff votes for the official adoption.</p> <p>Who: Above & Beyond Committee members When: August 16th</p>		Who: Above & Beyond Committee members		✓	✓		

<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 2) Above & Beyond committee will present a PD session on the STOIC model for teachers as a framework on how to help shape and manage student behavior through teacher action.</p> <p>Who: Verow & Balay When: August 18th</p>		Above & Beyond committee					
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) 3) Counselors will create a Character Ed curriculum for teachers to use once a month during Social Studies to help reinforce positive character qualities.</p> <p>September: Goal Setting October: Bullying</p> <p>Who: Counselors When: Social Studies/WIN</p>		Above & Beyond Committee					
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) 4) Above & Beyond will create a bulletin board in a high traffic area for teachers to help communicate pertinent information as well as update referral counts each month.</p> <p>Who: Above & Beyond Committee When: Starting August 23rd - updated regularly</p>		Above & Beyond Committee					
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) 5) All Above & Beyond Committee members will conduct a hallway common area observation from 8/31 - 9/7 using the common area observation form. Data will be discussed at the 9/12 committee meeting and adjustments will be discussed and passed along to staff members.</p> <p>Who: Above & Beyond Committee When: August 31 - Sept 7th</p>		Above & Beyond Committee					

Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7						
6) All Above & Beyond Committee members will conduct another round of common area observations from 10/17 - 10/27 using the common observation form adapted for Klentzman by the ABC Coordinators. Data will be discussed at the 10/28 committee meeting and adjustments will be discussed and passed along to staff members. Who: Above & Beyond Committee When: Oct 17th - October 27th	Above & Beyond Committee		✓	✓		
7) Susan Isaacs, from Safe & Civil Schools, will conduct a school-wide audit on 9/9 to identify areas of need for Klentzman.	Above & Beyond Committee		✓	✓		
8) Class Dojo- The implementation of the dojo reward system for both individuals and classrooms with monthly rewards to include: September-Free Dress-Class (250 points) October-Jeans Day-Class (250 points) Individual-Recess/Popcorn Party (50 points)	Above and Beyond Committee		✓	✓		
9) Reminders from Susan Isaacs visit will be given out for classroom blueprint as a follow up from beginning of year. We will begin checking for compliance in quarter 2 after first quarter period of implementation.	Above and Beyond Committee		✓	✓		
10) Consequences and Rewards poster will be finalized and approved by the staff during the 10/25 meeting.	Above and Beyond Committee Members	Classroom Posters	✓	✓		
						

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of office referrals from the 2015-2016 by 10%.

ROOT CAUSE: About 25% (402 out of 1602) of the referrals from the 15-16 school year were coded as insubordination, disobedient, or disorderly.

PROBLEM STATEMENT: Klentzman staff wrote 1,602 referrals during the 2015-2016 school year.

STRATEGY: Safe and Civil Schools through the Above and Beyond Committee

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 2: Decrease physical aggression referrals by 5% (34).

19.5% (47/240) of referrals from August 24-October 31, 2016 are related to physical aggression between students.

** AS of 1/9 - Between November 1st to January 9th, physical aggression referrals for this quarter are 7.6% which is a decrease.

Evaluation Data Source(s) 2: Quarter 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes we met the goal.

(2) Provide and explain the data or evidence that supports your statement above.
Physical aggression referrals decreased from 19.5% in quarter 1 to 9.2% in quarter 2 (123).

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)
Yes we are on track to meet the goal.

(4) What, if any, adjustments must be made to meet the annual goal?
The Above & Beyond Committee is continuously reinforcing common area expectations adopted in August 2016. On February 13th a staff meeting will be held to discuss de-escalation strategies when dealing with behaviors including ADHD and OHI students.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Twenty students with multiple incidents of physical aggression will participate in intervention group sessions every other day (5th grade one day, 6th the other) with the behavior intervention specialist. Start date: Week of November 7, 2017		Behavior Interventionist	Record sheet - Referral Data - Number of referrals - Removal hours - suspensions Behavior contracts				
2) Counselors will create a Character Ed curriculum for teachers to use once a month during Social Studies to help reinforce positive character qualities. November: Conflict Resolution December: Choice and consequences: Good decision making. January: Social Media/Internet responsible use Who: Counselors When: Social Studies/WIN		Counselors	Newsletters				
3) Counselors will facilitate peer mediation groups focusing on diffusing conflict between students and/or groups before it results in physical aggression. Peer mediators will be chosen based on grades, behavior, and their application. 5 mediators will be chosen and trained.		Counselors	Case reports				

4) S.N.A.P.P. partners, Students in Need of a Pat or Push. Facilitated by staff, meetings are held at least twice a month to pat or push specific positive behaviors. Mentors: 14 Mentees: 19		Counselors	Referral data Attendance of S.N.A.P.P. activities				
5) Students will participate in a Cyber Sense assembly on January 24th in correlation with the monthly newsletter. Assembly will focus on cyber bullying, sharing inappropriate messages and photos, and controlling what you post on social media.		Counselors	assembly newsletter coffee talk twitter posts of assembly				
6) Counselors will facilitate Coffee Talk with parents to discuss Character Education lessons. Students whose parents attend the coffee talk will receive a jeans pass. November: Conflict Resolution December: Choice and consequences: Good decision making. January: Social Media/Internet responsible use		Counselors	Agendas PowerPoint Sign-in sheet				
7) 6th grade students are participating in gang awareness and prevention through the G.R.E.A.T. program on a weekly basis.		Officer Flores Assistant Principals	Schedule Student Workbook Discipline records				
8) Class Dojo - Students earning a set number of points each month (points are earned for following directions, being respectful, appropriate elective behavior, following hallway expectations) and will earn a reward for that month. November: Movie Day/Free Dress (75/350) December: Lunch Out/Silly Socks-Pajama Day (100/400) January: Snow Cones/Board Games (125/450)		Above & Beyond Faculty & Staff	Class Dojo Report				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of office referrals from the 2015-2016 by 10%.

ROOT CAUSE: About 25% (402 out of 1602) of the referrals from the 15-16 school year were coded as insubordination, disobedient, or disorderly.

PROBLEM STATEMENT: Klentzman staff wrote 1,602 referrals during the 2015-2016 school year.

STRATEGY: Safe and Civil Schools through the Above and Beyond Committee

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 3: Decrease insubordination, disobedient, or disorderly referrals by 5% (31).

30% (38) of referrals from February-March 15-16 were related to insubordination of students to teachers.

As of January 30th only 12% of referrals are related to insubordination, therefore, we will now focus Quarter 3 on PLMC-Persistent Level 2 or 3 Misbehavior.

During 15-16 school year PLMC referrals accounted for 5% (87/1602) of total referrals, as of January 30th PLMC referrals account for 18% (132/715) of total referrals.

5th-40
6th-92

Our goal for Quarter 3 is to maintain PLMC referrals at a maximum of 175 total referrals.

Evaluation Data Source(s) 3: Quarter 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.


(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Above and Beyond Committee will facilitate the February 13 staff meeting which will focus on De-escalation strategies as well as interactions with ADHD students.		Above and Beyond Committee	Sign in sheet Articles Suggestion Bank				

<p>2) Houston Livestock Rodeo Field Trip for 5th & 6th grade students incentive.</p> <p>5th-March 7th 6th-March 20th</p> <p>Participation Requirements -No more than 2 referrals starting February 1, 2017. -Buy Back option-(referral)- use 250 Individual Dojo points -No more than 2 unexcused absences. -If students has no referrals he/she will be able to wear jeans and their Spirit shirt. -Buy Back option- (Spirit shirt & jeans)-125 Individual Dojo Points.</p>		Classroom Teachers	Attendance at Field Trip				
<p>3) Students will participate in intervention group sessions by grade level every other day. They will meet with the behavior intervention specialist to address behavior concerns in general.</p>		Behavioral Interventionist	<p>Record sheet - Referral Data -Behavior contracts</p>				
<p>4) S.N.A.P.P. partners, Students in Need of a Pat or Push. Facilitated by staff, meetings are held at least twice a month to pat or push specific positive behaviors.</p> <p>Mentors: 14 Mentees: 19</p> <p>Mixer scheduled prior to Spring Break week on March 3rd during lunch periods.</p>		Counselors	<p>Referral data Attendance of S.N.A.P.P. activities</p>				
<p>5) Counselors will facilitate peer mediation groups focusing on diffusing conflict between students and/or groups before it results in physical aggression, and insubordination. Peer mediators have been chosen based on grades, behavior, and their application.</p> <p>Students will sign up with their homeroom teachers.</p>		Counselors	Case Reports				
<p>6) Counselors will facilitate Coffee Talk with parents to discuss Character Education lessons. Students whose parents attend the coffee talk will receive a jeans pass.</p> <p>February: Emotion Management & Social Skills</p> <p>March: Test Taking Strategies</p>		Counselors	<p>Agendas Power Point Sign in Sheet</p>				

7) Susan Isaacs will return to do classroom walks and work with Above and Beyond Committee on behavior strategies.		Above and Beyond Committee					
8) Class Dojo - Students earning a set number of points each month (points are earned for following directions, being respectful, appropriate elective behavior, following hallway expectations) and will earn a reward for that month. February-B.Y.O.D. online games March-Use of points towards field trip incentives.		Above and Beyond Committee Faculty & Staff	Class Dojo Report				
							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: (Behavior) Klentzman will decrease the number of office referrals from the 2015-2016 by 10%.

ROOT CAUSE: About 25% (402 out of 1602) of the referrals from the 15-16 school year were coded as insubordination, disobedient, or disorderly.

PROBLEM STATEMENT: Klentzman staff wrote 1,602 referrals during the 2015-2016 school year.

STRATEGY: Safe and Civil Schools through the Above and Beyond Committee

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 4: Quarter 4 GOAL:

Decrease insubordination, disobedient, or disorderly referrals by 5% ().

25% (117) of referrals from April-May 15-16 were related to insubordination, disobedient, or disorderly.

Evaluation Data Source(s) 4: Quarter 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 4:

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: The number of LEP students passing STAAR will increase by 10% in all content areas. The 16-17 STAAR goal percentages of LEP students meeting standards are: 5th grade Reading 48%, 5th grade Math 57%, 5th grade Science 50%, 6th grade Reading 38%, 6th grade Math 51%.

ROOT CAUSE: Teachers need exposure to sheltered instruction (SIOP components) to be able to apply these techniques in the daily instruction. Lack of consistency and follow through of expectations and monitoring of implementation to support teacher growth contributed to SIOP not being implemented with fidelity.

PROBLEM STATEMENT: LEP students at Klentzman are under-performing in all content areas compared to students not participating in language programs. The 15-16 STAAR percentages of LEP students who did not meet standards were: 5th grade reading 62%, 5th grade math 53%, 5th grade science 45%, 6th grade reading 72%, 6th grade math 59%.

STRATEGY: SIOP Model: Training, Implementation, Monitoring and Support

What INDEX does this address? Index 2

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: Teachers will be trained on 3 components of SIOP: Lesson Preparation, Lesson Delivery, and Interaction. 50% of teachers will demonstrate implementation of the SIOP components with fidelity by the end of this Quarter.

Lesson Preparation: 4/7; 55%

Lesson Delivery: 4/8; 50%

Interaction: 5/10; 50%

Evaluation Data Source(s) 1: Quarter 1 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) - NO BUT, SIGNIFICANT PROGRESS

(2) Provide and explain the data or evidence that supports your statement above.

Our quarter goal was met partially as we have trained 100% of Klentzman classroom teachers on the 3 SIOP components: Lesson Preparation, Lesson Delivery and Interaction during the months of August to October. On the other hand, we have made some progress for the implementation; it is evident the use of interaction strategies in lessons and around the school. We will focus on growing in all three areas. Content planning and PLCs are being used to target differentiation and alignment with the lesson plan and what is actually taught\done in the classroom.

Lesson Preparation: 4/7; 55% (24% of teachers met this fidelity goal.)

Lesson Delivery: 4/8; 50% (12% of teachers met this fidelity goal.)

Interaction: 5/10; 50% (27% of teachers met this fidelity goal.)

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

We believe we are making significant progress with the LEP population as we follows the district initiatives to close the students gaps and increase goal achievement. Our first measurement will be during the DCA's on December.

(4) What, if any, adjustments must be made to meet the annual goal?






The school will have a mock TELPAS to help us guide instruction and target the reading and writing domains during the second and third quarter. Furthermore, analyzing data for this assessment, will help the ILT to evaluate the action plan for interventions for the LEP population during the second semester of this school year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Overview of Language Objectives, Sentence Stems, and Interaction Strategies will be provided during math and reading long term planning summer sessions to teachers attending.</p> <p>These features will be reviewed, revised, and concerns will be clarified during content planning meetings and content PLCs throughout the first quarter in order to guarantee 100% of exposure for classroom teachers. ILT will monitor implementation during weekly walk-throughs. Feedback and intervention will be provided as needed by ILT members.</p> <p>Who: Content Specialists When: August 4, 2016.- Wednesday PLCs- Planning Sessions</p>		ILT	Aligned and accurate Language and Content Objectives on Lesson Plans and displayed on/during lessons.	✓	✓		
<p>2) Walk-through Schedule will be created.</p> <p>ILT will break into five groups of 2 members and conduct assigned bi-weekly campus walks using the walk-through rubric and debrief afterwards. Large group debrief will be conducted during weekly ILT meetings and interventions for struggling teachers will be assigned to designated ILT members.</p>		ILT	Walk-through forms and Feedback	✓	✓		

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) ILT will receive an Overview session for SIOP Components to be implemented and Monitored 2016-2017 School Year at Klentzman: Lesson preparation, Lesson Delivery, Building Background, Comprehensible Input and Interaction.</p> <p>Who: SLE Department When: Auguts 29, September 6 and 8</p>	<p>ILT</p>	<p>Successful Calibration Walkthrough and Feedback</p>	<p align="center">✓</p>	<p align="center">✓</p>	
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Training of SIOP components will be provided to New and Returning Teachers. Key features will be delivered during weekly trainings designed to cover sheltered instruction for each content area, These components will be inspected during the classroom observations. Content Specialists, Lead Teachers and ESL department will provide individual / group support through modeling, resources will be placed in our Schoology groups to be available and easy to access. Coaching and assistance to teachers will be provided bi-weekly based on the information collected during the campus WT's.</p> <p>Who: Content Specialists When: During PLC and Planning Sessions \ After School Meetings *Lesson Preparation and Lesson Delivery: September 2, 2016 *Interaction: & Comprehensible Input: October PLCs The training and implementations will be completed by the end of October 2016.</p>	<p>ILT</p>	<p>Walkthrough forms and feedback</p>	<p align="center">✓</p>	<p align="center">✓</p>	

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Comprehensible Data pertinent to the ELL population in each classroom will be delivered by the ESL department: * TELPAS Rosters and * Relevant ELL historical data This information will guide the configuration of instructional groups based on student language proficiency level. Instructional and Assessment accommodations will be assigned to students based on individual needs. Years in Us school and student history regarding language acquisition will also help teachers to plan accordingly language building activities and provide\suggest interventions to promote student social and academic growth during their planning sessions. The group configuration is expected to be flexible depending on student progress, academic achievement and teacher observations.</p> <p>By September 20, teachers will receive the ELPS Academy booklet that will help them to clarify student academic behavior expected for each proficiency level and teacher interventions appropriate for each proficiency level group.</p> <p>Who: ESL Specialist. When: September 6, 2016.</p>		ILT	<p>Group configuration Intervention Roster Instructional Accommodation Lesson Plans and language Building Activities included. Student Progress.</p>	✓	✓		
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Teachers will receive additional SIOP training for Lesson Preparation, Lesson Delivery, Interaction, and Comprehensible Input through content PLCs. During the PLCs, teachers will use their TELPAS data to identify what SIOP techniques and strategies will be beneficial to advance student's academic and language abilities.</p> <p>Who: Content Specialists When: September\October PLCs</p>		Specialists		✓	✓		

Critical Success Factors	CSF 1	CSF 2	CSF 3	CSF 4	CSF 6	CSF 7
<p>7) ELPS \ TELPAS connection training will be provided to all teachers during the month of September. Teachers will gain understanding on how student expectations and proficiency level descriptors are related, what is needed to help students grow in their language acquisition. Teacher is expected to utilize this information to provide instructional accommodations for Beginning and Intermediate proficiency level students in their groups.</p> <p>Who: by ESL department. When: September 14 to 21, 2016</p>				✓	✓	
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: The number of LEP students passing STAAR will increase by 10% in all content areas. The 16-17 STAAR goal percentages of LEP students meeting standards are: 5th grade Reading 48%, 5th grade Math 57%, 5th grade Science 50%, 6th grade Reading 38%, 6th grade Math 51%.

ROOT CAUSE: Teachers need exposure to sheltered instruction (SIOP components) to be able to apply these techniques in the daily instruction. Lack of consistency and follow through of expectations and monitoring of implementation to support teacher growth contributed to SIOP not being implemented with fidelity.

PROBLEM STATEMENT: LEP students at Klentzman are under-performing in all content areas compared to students not participating in language programs. The 15-16 STAAR percentages of LEP students who did not meet standards were: 5th grade reading 62%, 5th grade math 53%, 5th grade science 45%, 6th grade reading 72%, 6th grade math 59%.

STRATEGY: SIOP Model: Training, Implementation, Monitoring and Support

What INDEX does this address? Index 2

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 2: Q2 GOAL: 62% (31/50) of trained teachers will demonstrate proficient implementation of the instructional strategies related to the five SIOP Components: including lesson preparation, lesson delivery, interaction, building background and comprehensible input.

Lesson Preparation: 10/18; 55%

Lesson Delivery: 6/12; 50%

Interaction: 7/14; 50%

Comprehensible Input: 5/9; 56%

Building Background: 5/7; 71%

Q2 Student GOAL: By reliable implementation of language objectives, sentence stems, and interaction strategies from the SIOP Model, 60% of students in grades 5 and 55% in grade 6 will show one year's growth in TELPAS by participating in a MOCK TELPAS: Listening, Speaking and Writing domains will be evaluated using the PLD's. Reading will be evaluated with online Reading Assessment.

Evaluation Data Source(s) 2: Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

No, but significant progress was made. Increased in the area of :

(1) Lesson Preparation 24% to 47%

(2) Lesson Delivery 12% to 42%

(3) Comprehensible Input 27% to 43%

(4) Interaction 27% to 52%

(5) Building Background 59% to 44%

(6)

(7)

(8)

Student Goal- No, but significant progress was made.

(9)

(10)

(2) Provide and explain the data or evidence that supports your statement above.

Data was obtained from the biweekly walkthroughs. Walking biweekly provides the teacher to make SIOP instructional adjustments.

Student Goal- Results from MOCK TELPAS 35% of 5th graders showed one year's growth overall (68% demonstrate one year growth in Reading or remain the same proficiency level); 37% of 6th graders showed one year's growth overall (65% demonstrate one year growth in Reading or remain the same proficiency level).

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes we are on track to meet our goal.



Student Goal- Yes, we are on track to meet our goal.

(4) What, if any, adjustments must be made to meet the annual goal?










Rather than focusing on individual SIOP components, we will provide holistic overviews for teachers going forward.

Student Goal-Teachers use their mock TELPAS data to plan/ adjust instructional strategies to facilitate language growth. PDs will be provided to ensure teacher understanding of the Proficiency Descriptors, strategical planning ELL instruction that improve academic achievement.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) During the weeks of 11/7 and 11/18, we will conduct Reading and Writing Mock TELPAS. We are using TELPAS Released online Reading Assessment 2014. Writing samples have been collected during September and October; past tense personal narrative sample and academic sample, they will rate them collaboratively during a PLC session on November 30 using the TELPAS PLDs. Listening and speaking will be holistically rated by the teachers with their partners using TELPAS PLDs. Teacher will turn in their TELPAS scores by November 18.</p>	1, 2, 8, 9, 10	Content Specialists	MOCK TELPAS reports				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Lead ESL will collect data and record class results on an EXCEL spreadsheet. During Reading planning on November 30, teachers will be given a copy of their class' spreadsheet. This data will be used to plan how teachers will accommodate instruction. Teachers will refer to the Instructional Linguistic Accommodations as listed in the ELPS Flip Book and/or the language building activities to purposefully plan for what he/she will implement in whole and small group that they have not tried previously. At the end of the planning session, teachers will provide a written exit slip detailing strategies that will be used for the next three weeks for students who are not on track to make one year's growth.</p> <p>Science/Math teachers will receive the information for their classes during January PLC. Emphasis will be on CER and how to boost the output from the process: writing strategies specifically.</p>		Administration Content Specialist ESL Specialist	MOCK TELPAS Report PLC Agenda and Sign In Lesson Plans (Resources in Schoology being used) Class Scores Spreadsheet				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) ESL Lead will conduct PD session on the Proficiency Level Descriptors and Rating Procedures on November 10th. Information will be review again in January during PLC sessions:</p>		Administration Content Specialists	Agenda Sign in document Calibration during February				
<p>4) Biweekly we will conduct walk-throughs focusing on the instructional strategies: lesson preparation, lesson delivery, interaction, building background and comprehensible input. Feedback will be provided within the week.</p>		ILT	Rubric walk through Data form Google Doc				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) ELL Beginners Intervention: WIN Enrichment for Newcomers will focus in developing academic vocabulary, sight words, listening comprehension, spelling, and speaking skills.</p>		ESL	Rosters Progress Measures				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Building background will be introduced in November through content PLCs with continued emphasis on Lesson Delivery & Interaction based on Q1 Walk through data.</p>		Specialists	Agendas Lesson Plans				

7) Comprehensible Input will be introduced in December through content PLCs with continued emphasis on Lesson Delivery & Interaction based on Q1 Walk through data.		Specialists	Agendas Lesson Plans				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> 8) Teachers will participate in a self check SIOP Lesson Plan Session during January to show the integration of all five SIOP Components.		Specialists	PLC Agenda Lesson Plans Walk-through Rubric SIOP Rubric				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: The number of LEP students passing STAAR will increase by 10% in all content areas. The 16-17 STAAR goal percentages of LEP students meeting standards are: 5th grade Reading 48%, 5th grade Math 57%, 5th grade Science 50%, 6th grade Reading 38%, 6th grade Math 51%.

ROOT CAUSE: Teachers need exposure to sheltered instruction (SIOP components) to be able to apply these techniques in the daily instruction. Lack of consistency and follow through of expectations and monitoring of implementation to support teacher growth contributed to SIOP not being implemented with fidelity.

PROBLEM STATEMENT: LEP students at Klentzman are under-performing in all content areas compared to students not participating in language programs. The 15-16 STAAR percentages of LEP students who did not meet standards were: 5th grade reading 62%, 5th grade math 53%, 5th grade science 45%, 6th grade reading 72%, 6th grade math 59%.

STRATEGY: SIOP Model: Training, Implementation, Monitoring and Support

What INDEX does this address? Index 2

EOY REPORT:

Did you meet your annual goal?

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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 3: Q3 GOAL: 80% (35/50) of trained teachers will demonstrate proficient implementation of the instructional strategies related to the five SIOP Components: including lesson preparation, lesson delivery, interaction, building background and comprehensible input.

Lesson Preparation: 11/18; 61%

Lesson Delivery: 7/12; 58%

Interaction: 8/14; 57%

Comprehensible Input: 5/9; 55%

Building Background: 5/7; 71%

Q3 Student GOAL:

The percent of LEP students meeting standard on DCA 2 will increase by 5% in each content area.

2015-2016 DCA Met Standard Percentages

5th Grade Science: DCA 2: 13%

6TH Grade Science: DCA 2: 7%

5th Grade Math: DCA 2: 29%

6th Grade Math: DCA 2: 27%

5th Grade Reading: DCA 2: 25%

6th Grade Reading: DCA 2: 19%

Evaluation Data Source(s) 3: Quarter 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will receive training in Proficiency Level Descriptor in preparation for the TELPAS 2017 as well as a guide for teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practice of each content. When: Feb. 7 @ 4:30 Who: All Teachers are invited Responsible: ESL Lead</p>		ESL Lead	Sign In Lesson Plans Campus and District Assessments Results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) During team planning sessions, the agenda will include time to discuss what Instructional Linguistic Accommodations and language building activities, as listed in the ELPS Flip Book and the ELPS Academy, can be included in their lessons, and purposefully plan whole and small group instruction to meet the needs of the ELLs based on what content is being taught.</p> <p>Teachers will facilitate the discussions and to help understand the content by dissecting the TEKS/ELPS and focusing on the instructional approach needed in order to master an array of academic language practices that are critical to achievement in content areas (argument from evidence, analysis of complex text, etc). ESL and Content Specialists will support these planning sessions.</p>		ESL Lead District ESL Personnel Content Specialists	Agendas PLCs Planning Sessions Lesson Plans Walk through Data Base				
<p>3) Data PLC with our School Improvement Specialist. Teachers will be guided on how to Tier students based on assessment data from KCA, DCAs and STAAR.</p>		Jessica Rivers-School Improvement Specialist Classroom Teachers	Sign in Sheet Data Forms				

<p>4) G.A.P. Party is scheduled for March 10th for students that meet the following criteria:</p> <p>Pass with a 70 or grow by 10 points on at least one of their content DCAs.</p> <p>Fill the G.A.P. on at least one test=Attend the party</p> <p>Fill the G.A.P. on two tests= Attend the party and receive snacks.</p> <p>Pass all your tests=Enter a drawing for a prize.</p>		<p>Administrators Content Specialists</p>	<p>Students meeting standard will increase.</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: The number of LEP students passing STAAR will increase by 10% in all content areas. The 16-17 STAAR goal percentages of LEP students meeting standards are: 5th grade Reading 48%, 5th grade Math 57%, 5th grade Science 50%, 6th grade Reading 38%, 6th grade Math 51%.

ROOT CAUSE: Teachers need exposure to sheltered instruction (SIOP components) to be able to apply these techniques in the daily instruction. Lack of consistency and follow through of expectations and monitoring of implementation to support teacher growth contributed to SIOP not being implemented with fidelity.

PROBLEM STATEMENT: LEP students at Klentzman are under-performing in all content areas compared to students not participating in language programs. The 15-16 STAAR percentages of LEP students who did not meet standards were: 5th grade reading 62%, 5th grade math 53%, 5th grade science 45%, 6th grade reading 72%, 6th grade math 59%.

STRATEGY: SIOP Model: Training, Implementation, Monitoring and Support

What INDEX does this address? Index 2

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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 4: Q4 GOAL: 90% (45/50) of trained teachers will demonstrate proficient implementation of the instructional strategies related to the five SIOP Components: including lesson preparation, lesson delivery, interaction, building background and comprehensible input.

Lesson Preparation: 12/18; 67%

Lesson Delivery: 8/12; 67%

Interaction: 9/14; 64%

Comprehensible Input: 7/9; 78%

Building Background: 7/7; 100%

Evaluation Data Source(s) 4: Quarter 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(2) Provide and explain the data or evidence that supports your statement above.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

(4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 4:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Strategy #1: Team Planning: Teachers will have weekly meetings with their content team focusing on data driven lesson plans to increase rigor and relevance to meet STAAR expectations, differentiated instruction, data analysis (DMAC), intervention in the classroom, small group instruction, and SIOP implementation for ESL/BIL population. Professional development on well-developed lesson planning will also be provided to teachers. This is in addition to PLC and faculty training.
1	1	2	Strategy #2: Reading Interventions: Reading Interventionists will use the 3 Tiered RtI model to provide evidence based interventions to students within the 90 minute reading block.
1	1	4	Strategy #4: Monitor Exited ELL: ESL Compliance and Lead teacher will monitor students academic progress every nine weeks with their Report Cards, ensuring students are making adequate academic progress and language development in a general education classroom.
1	1	5	Strategy #5: ELL: All staff will facilitate sheltering techniques for ELL students to provide a holistic balance of language proficiency and academic achievement. ELD intervention for LEP students will take place weekly for 30 minutes in addition to small group instruction during the language arts block.
1	1	6	Strategy #6: SIOP Implementation: Training will be provided to staff members to begin the implementation in the school. SIOP Leadership Team has been created and will serve as a model for successful shelter instruction implementation.
1	1	7	Strategy #7: STAT: Students who are struggling in reading will be brought to Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.
1	2	2	Strategy #2: Small Groups: Differentiated small group instruction will be implemented weekly addressing specific TEK objective based on KCA and DCA data through DMAC.
1	2	4	Strategy #4: Math Interventions: Math Interventionists will use data from KCA and DCA'S STARR to provide evidence based interventions to students within the 90 minute math block.
1	2	6	Strategy #6: STAT: Students who are struggling in math will be discussed at Student Teacher Assistance Team (STAT) in order to develop an appropriate plan using the Tier I, Tier II, Tier III RtI model based on the student's individual needs.
7	1	1	Overview of Language Objectives, Sentence Stems, and Interaction Strategies will be provided during math and reading long term planning summer sessions to teachers attending. These features will be reviewed, revised, and concerns will be clarified during content planning meetings and content PLCs throughout the first quarter in order to guarantee 100% of exposure for classroom teachers. ILT will monitor implementation during weekly walk-throughs. Feedback and intervention will be provided as needed by ILT members. Who: Content Specialists When: August 4, 2016.- Wednesday PLCs- Planning Sessions

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
7	1	1	Overview of Language Objectives, Sentence Stems, and Interaction Strategies will be provided during math and reading long term planning summer sessions to teachers attending. These features will be reviewed, revised, and concerns will be clarified during content planning meetings and content PLCs throughout the first quarter in order to guarantee 100% of exposure for classroom teachers. ILT will monitor implementation during weekly walk-throughs. Feedback and intervention will be provided as needed by ILT members. Who: Content Specialists When: August 4, 2016.- Wednesday PLCs- Planning Sessions